

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **4.1 Result**

In this chapter, the researcher would present the result of the research. The data was taken from questionnaire given to Accounting Study Program students in University of Bengkulu. The students were asked to answer 15 items related to translation strategies they used when translating their undergraduate thesis abstract from Indonesian language into English. After collecting the data, the researcher analyzed the data to get percentage of the translation strategies used by them.

##### **1. The Originality of the Translation Results**

This aspect only consists of one item. The purpose of using this item is finding out the originality of the translation results made by the Accounting Study Program students. The result of this aspect can be seen in the table below:

**Table 2.** The Originality of the Translation Results

<b>Aspect</b>	<b>Classification</b>	<b>Frequency (F)</b>	<b>Total Respondents (N)</b>	<b>Percentage (P)</b>
Originality	Student	32	46	70 %
	Translator	14		30 %

Based on the table 2, it shows that 32 students (70%) translated their undergraduate thesis abstract by themselves. They did not ask translator to translate for them. On the other side, 14 students (30%) stated that they did not translate their abstract by their own. They preferred to use translator service to translate their undergraduate thesis abstract from Indonesian language into English.

Therefore, there were only 32 questionnaires to be analyzed in the next aspects because the 14 students did not translated their undergraduate thesis abstracts by themselves. It means that they did not do the translation process and also did not used any strategy in translation.

## **2. Translation Tools**

This aspect is questioned to find out the translation tools used by the Accounting Study Program students when translating their undergraduate thesis abstracts from Indonesian language into English. The result shows that 32 students (100%) used translation tools to help them translating their abstract into English. The translation tools they used were dictionary and translation machine. The percentages of the tools are presented in the following table:

**Table 3.** Translation Tools Used by the Students

Aspect	Classification	Frequency (F)	Total Respondents (N)	Percentage (P)
Translation tools	Dictionary	10	32	31 %
	Translation machine	16		50 %
	Both of them	6		19 %

*Adapted from Suryawinata and Hariyanto (2003)*

Based on the table 3 above, there were 10 students (31%) who used dictionary as their translation tool in helping them translating their abstracts. Besides, 16 students (50%) used translation machine to help them doing translation. The rest of the students, 6 students (19%), used both dictionary and translation machine as their translation tools.

### **3. Translation Process**

This aspect consists of five items. The purpose of using this item is finding out translation process passed by the Accounting Study Program students when translating their abstracts from Indonesian language into English. The result of this aspect is presented in the following table:

**Table 4.** Translation Process

<b>Aspect</b>	<b>Classification</b>	<b>Frequency (F)</b>	<b>Total Respondents (N)</b>	<b>Percentage (P)</b>
Analyzing Meaning	Yes	27	32	84 %
	No	5		16 %
Analyzing Structure	Yes	21	32	66 %
	No	11		34 %
Transferring	Word by word	8	32	25 %
	Sentence by sentence	24		75 %
Checking	Yes	27	32	84 %
	No	5		16 %

*Adapted from Suryawinata and Hariyanto (2003)*

Generally, translation process consists of analysis, transferring, and checking process. Based on the table 4 above, it shows that most of the students underwent the translation process when translating their undergraduate thesis abstracts. In analyzing process, there were two things to be analyzed by the students. First thing is the meaning of the words, phrases, and sentences in their undergraduate thesis abstracts. Then, the second thing is the structure of the text being translated. The two things should be analyzed by the students in order to get equivalent text in target language. From the table 4 above, it shows 27 students (84%) analyzed word, phrase, and sentence meaning in source language before translating

them into the target language. However, there were only 21 students (66%) who analyzed the structure of the text.

After analyzing the meaning and the structure being translated, the students strated to transfer their abstracts into English. in transferring process, 8 students (25%) transfered the text by using word by word method. Meanwhile 24 students (75%) used sentence by sentence method in transferring the text into target language.

Last, there were 27 students (78%) did the checking process after translating the text into the target language. In the checking process, the students did the process by themselves or asking others to check their translation results. From the data analysis, it was found that 9 students (33%) did the checking process by themselves. They did not ask other person to help them checking their translation results. However, 18 students (67%) asked other persons to correct their translation results. The checkers were their friends and their lecturers. The percentage of the translation checker is showed in the following table:

**Table 5.** Translation Checker

<b>Aspect</b>	<b>Classification</b>	<b>Frequency (F)</b>	<b>Total Respondents (N)</b>	<b>Percentage (P)</b>
Translation checker	Friend	9	18	33 %
	Lecturer	4		15 %
	Both of them	5		19 %

*Adapted from Suryawinata and Hariyanto (2003)*

From 18 students who sought help from other person, 9 students (33%) asked their friends to help them correcting their translation results. Besides, 4 students (15%) were helped by their lecturers in checking their translation results. Last, 5 students (19%) were helped by both their friends and their lecturers.

Moreover, based on the data that have been analyzed, the students who asked other persons in correcting their translation results argued that the persons had good knowledge of English.

#### 4. Translation Strategies

This last aspect consists of eight items. This items are used to find out translation strategies applied by the Accounting Study Program students in translating their abstracts from Indonesian language into English. The result of this aspect can be seen in the following table:

**Table 6.** Structural Strategies

Aspect	Classification	Frequency (F)	Total Respondents (N)	Percentage (P)
Structural strategies	Addition	17	32	53 %
	Transposition	25	32	78 %

*Adapted from Suryawinata and Hariyanto (2003)*

The table 6 above showed that more than half of the students applied structural strategies when translating their undergraduate thesis abstracts. There were 17 students (53%) who applied addition strategy. Also, there were 25 students (78%) used transposition strategy when doing translation.

Besides structural strategies, there were semantic strategies which are applied by students when translating the text into target language. The result of semantic strategies used by the students is shown in the table below:

**Table 7.** Semantic Strategies

Aspect	Classification	Frequency (F)	Total Respondents (N)	Percentage (P)
Semantic strategies	Borrowing	23	32	72 %
	Synonym	23	32	72 %
	Reduction	19	32	59 %
	Expansion	9	32	28 %
	Omission	24	32	75 %
	Modulation	18	32	56 %

*Adapted from Suryawinata and Hariyanto (2003)*

Semantic strategies are related to the meaning of the text being translated by the students. The strategies should be applied in order to make the meaning of the text being acceptable in target language. Based on the table 6, it shows that 23 students (72%) applied borrowing strategy, 23 students (76%) applied synonym strategy, 19 students (59%) applied

reduction strategy, 9 students (28%) applied expansion strategy, 24 students (75%) applied omission strategy, and 18 students (56%) applied modulation strategy.

## **4.2 Discussion**

This study tried to describe the translation strategies used by Accounting Study Program students based on the theory of Suryawinata and Hariyanto (2013). There are four aspects described in this study. They are the originality of the translation result, the translation tools, the translation process passed by the students, and the translation strategies used by them.

### **1. The Originality of the Translation Results**

First aspect being discussed is about the originality of the translation results. From the data that have been presented, it showed that dominantly students translated their undergraduate thesis abstracts by themselves (32 students). They did not ask translator to translate for them. It means that the students maintained the originality of their writing. Eventhough they have limited knowledge of English, they tried to translate the writing by their own. They underwent some process when they did the translation. Also, they used some strategy which would help them translating their undergraduate thesis abstracts.

On the contrary, 14 students did not translate their abstract by their ownself. They preferred to use translation service in translating their



abstracts from Indonesian language into English. It is related to the students' abilities and their knowledge of English. Moreover, even though using translation service was more practical, the students had to pay the translation service that they used. However, it means that their translation results were not original. Those were other's works.

By asking other person to help them did the translation, it means that the students did not undergo any translation process and not use any strategy to help them in translating their abstracts into English. Every process and strategies were done by someone else. Therefore, their data were not analyzed further since they did nothing in the translation process.

## **2. Translation Tools**

Second aspect is about the translation tools used by the students when translating their undergraduate thesis abstracts into English. The finding of this research showed that all students who translated their abstracts by themselves used translation tools when translating their abstracts. It means that translator cannot be separated from translation tools. They are related each other. When someone/translator is going to translate a written material, he/she needs translation tools.

The translation tools used by the students were dictionary and translation machine. Both tools helped the students doing their works. They used the tools to find the equivalent meaning of words in target language. Based on the results, the most tool used by the students was translation

machine. There were 16 students who chose translation machine as their tool in doing translation.

Eventhough it is easier and more practical than dictionary, translation machine has shortcoming. Ridha (2011) argued that the result from translation machine is unclear and unstructured. It can only be used as a rough translation which need to be edited in the structure and the choice of words. Also, translation machine only translates literally without considering the context of the text being translated.

### **3. Translation Process**

The other aspect is about the translation process engaged by the students when they translated their abstracts from Indonesian language into English. Generally, translation process consists of analysis, reconstructing, and checking process. Before doing the translation, a translator should analyze the source language text. The analysis process includes analyzing words, phrases, or sentences, meaning, and structure of the text. After that, the translator transfers and reconstructs the source language text into the target language by using equivalent words, meaning, and structure that have been analyzed. Last, the translation result should be checked in order to get good results. Checking process includes correcting typing errors, the use of punctuations, the structures of the sentences and meaning of the text.

From the result that have been presented, most of the students did analysis process when translating their abstracts into English. There were 27

students who analyzed the meaning of the text before translated the text into English. Besides analyzing the meaning, the students should also analyze the structure of the text in order to make it equivalent with English structure. The result showed there were 21 students who analyzed the structure of text being translated.

In transferring process, students dominantly used sentence by sentence method when translating their undergraduate thesis abstracts (24 students). While, 8 students preferred using word by word method in doing the translation. According to Newmark (1988), word by word method which means the words translated singly by using common meanings in the target language is usually out of context. It is usually used by the beginner translator. Word by word method shows that the translator has less knowledge of the language being translated. In this method, the structure of the source language text is preserved and cultural words are translated literally. On the contrary, sentence by sentence method usually consider about the context of the text. Also, the structure of the text is agreed with the target language structure.

Furthermore, checking process is needed to be done in order to make the translation result better and better. The finding of the research showed that 27 students underwent checking process. In doing the process, most of the students (18 students) asked for other persons to help them checking their translation results. Besides, 9 students preferred to check their translation results by themselves. The students who sought for help

dominantly asked their friends to correct their translations (9 students). Whereas, 4 other students asked their lecturers to check their translations. Also, the rest of the students who did checking process, 5 students, asked help from both their friends and their lecturers. The students argued that the translation checkers (friends and lecturers) have good knowledge about English so that it can make their translation results became better.

#### **4. Translation Strategies**

The last aspect is the translation strategies engaged by the students when translating their undergraduate thesis abstracts from Indonesian language into English. Translation strategies are needed to help the students translating words, phrases, or sentences into target language. According to Suryawinata and Hariyanto (2003), translation strategy is divided into structural strategy and semantic strategy. Structural strategy is related to the sentence structure and semantic strategy is related to the meaning of the text being translated.

Structural strategies include addition strategy and transposition strategy. Structural strategies mostly have to be done by a translator (Suryawinata and Hariyanto, 2003). If he/she does not use those strategies, the translation text will be ungrammatical and not acceptable in target language. Therefore, it can be said that structural strategies are strategies that must be done by the translator.

In structural strategies, the most strategy used by the students when they translated their abstracts into English was transposition strategy. There were 25 students who applied this strategy when doing translation. Transposition strategy means changing the structure from source language into the target language. This strategy was applied in order to make the sentence structure acceptable or equivalent in the target language structure. Therefore, it can be said that the students understood that they had to change the sentence structure in source language become sentence structure in the target language when doing translation.

Besides, there were only 17 students who used addition strategy when translating their abstracts into English. However, addition strategy is a strategy that must be applied by the students. Addition strategy means adding some words into translation text to make the sentence acceptable in target language structure. If the students do not apply this strategy, their sentences become unacceptable in the target language.

Furthermore, the students also applied semantic strategies when translating their abstract into English. Semantic strategies consist of borrowing, synonym, reduction, expansion, omission, and modulation strategy. Those strategies are related to the meaning of the text being translated. It is used to make the meaning acceptable in target language. Different country has different language and culture. It means that when translating a written material into another language, the translator has to

consider about the culture of the target language so that the meaning of the written material can be acceptable in the target language.

The most strategy used in semantic strategy was omission strategy. 24 students used this strategy when they translated their abstracts into English. Omission strategy means deleting or do not translating word or part of source language text into the target language. After omission strategy, the other strategy used most by the students was synonym strategy. The strategy was used by 23 students. They used a near equivalent word in target language when doing translation because the equivalent word may not exist in the target language.

Furthermore, 23 students applied borrowing strategy in translating their abstracts into English. Borrowing strategy means bringing the words from source language into target language because there is no equivalent words found in the target language yet. Borrowing strategy is usually related to the name of people, name of place, name of institute, and terms which are not available in target language. Therefore, the students still used the terms in source language which are not available in the target language. They did not force to use words in target language because it would make the meaning became unclear.

Besides, there were 19 students who applied reduction strategy in their translations. The students removed some words in source language when translating their abstracts. Also, 18 students used modulation strategy. The

students who used modulation strategy changed their point of view of the sentences in source language.

However, there were only 9 students who applied expansion strategy when they translated their abstracts. Expansion strategy means expanding some words in source language in the target language text. It was the least strategy used by the students.

Based on the discussion above, it can be concluded that most of the students translated their undergraduate thesis abstracts from Indonesian language into English by themselves. They passed some process to obtained good translations. They also used translation tools and translation strategies in order to help them translating their abstracts into English.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the result and discussion that have been presented, the researcher concluded that most of the Accounting Study Program students translated their undergraduate thesis abstracts by themselves. They had undergone the translation process that is analyzing, transferring, and checking process in order to produce good translations. Also, they dominantly used translation machine to help them doing the translation.

Furthermore, the students also applied translation strategies when they translated their undergraduate thesis abstracts from Indonesian language into English. The strategies consisted of structural strategy and semantic strategy. The most structural strategy used by the students was transposition strategy. Besides, in semantic strategy, the most strategy used by the students was omission strategy and the least strategy used by the students was expansion strategy.



## 5.2 Suggestion

Based on the conclusion described above, the researcher would give some suggestions as the following:

1. For the lecturers (English lecturers of Accounting Study Program)

The teacher should teach the students about translation including the process, the strategies, and the aspects of translation in order to improve students' abilities in translation.

2. For the students (Accounting Study Program)

The students should learn about translation in order to improve their abilities in translating written materials. Eventhough they are not English Department students, they are often associated to English materilas, either in learning process or in publishing their academic writing to public. Therefore, students should understand how to translate the written materials well.

3. For further research

The researcher suggests to investigate the non English students' translation ability and translation difficulties in translating written text either from Indonesian language into English or from English into Indonesian language.

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APPENDIX C  
ESES

## Appendix 1

### TRIED OUT SCORE

No.	Number of Item and Score																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	1	0	0	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1
2	1	1	1	0	0	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1
3	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
4	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	1
5	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1
6	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	1
7	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	1	0	0	0
8	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
9	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	1	1
10	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	1
$\Sigma X$	8	8	7	5	7	5	9	3	9	7	2	4	8	3	8	8	3	7	6	9

## Appendix 2

**TABLE OF VALIDITY**

No.	t-test	t-table	Validity
1	7.85	1.86	Valid
2	7.85	1.86	Valid
3	4.68	1.86	Valid
4	2.69	1.86	Valid
5	3.75	1.86	Valid
6	2.69	1.86	Valid
7	2.56	1.86	Valid
8	-3.75	1.86	Tidak Valid
9	2.56	1.86	Valid
10	3.75	1.86	Valid
11	0.95	1.86	Tidak Valid
12	-1.24	1.86	Tidak Valid
13	7.85	1.86	Valid
14	-3.75	1.86	Tidak Valid
15	7.85	1.86	Valid
16	7.85	1.86	Valid
17	-4.68	1.86	Tidak Valid
18	3.11	1.86	Valid
19	2.98	1.86	Valid
20	2.03	1.86	Valid

**Note:**

Valid = 15

Tidak Valid = 5

### Appendix 3

**TABLE OF RELIABILITY**

No.	$r_{11}$	r-table	Reliability
1	2.82	0.707	Reliabel
2	2.82	0.707	Reliabel
3	2.57	0.707	Reliabel
4	2.07	0.707	Reliabel
5	2.39	0.707	Reliabel
6	2.07	0.707	Reliabel
7	2.01	0.707	Reliabel
8	-2.39	0.707	Tidak Reliabel
9	2.01	0.707	Reliabel
10	2.39	0.707	Reliabel
11	0.95	0.707	Reliabel
12	-1.20	0.707	Tidak Reliabel
13	2.82	0.707	Reliabel
14	-2.39	0.707	Tidak Reliabel
15	2.82	0.707	Reliabel
16	2.82	0.707	Reliabel
17	-2.57	0.707	Tidak Reliabel
18	2.22	0.707	Reliabel
19	2.17	0.707	Reliabel
20	1.75	0.707	Reliabel

**Note:**

Reliabel = 16

Tidak Reliabel = 4

## Appendix 4

### QUESTIONNAIRE SPECIFICATION

Aspect	Item
Originality	<ul style="list-style-type: none"><li>- Pelaku penerjemah</li></ul>
Tools	<ul style="list-style-type: none"><li>- Alat yang digunakan dalam menerjemah</li></ul>
Translation process	<ul style="list-style-type: none"><li>- Analisis kata/frasa/kalimat dalam teks bahasa sumber</li><li>- Analisis tata bahasa dalam teks bahasa sumber</li><li>- Menerjemah kata demi kata dari bahasa sumber ke dalam bahasa target</li><li>- Menerjemah kalimat demi kalimat dari bahasa sumber ke dalam bahasa target</li><li>- Proses pengecekan hasil terjemahan</li></ul>
Translation strategies	<p>A. Strategi Struktural</p> <ul style="list-style-type: none"><li>- Strategi penambahan (<i>addition</i>)</li><li>- Strategi transposisi (<i>transposition</i>)</li></ul> <p>B. Strategi Semantik</p> <ul style="list-style-type: none"><li>- Strategi pungutan (<i>borrowing</i>)</li><li>- Strategi sinonim (<i>synonym</i>)</li><li>- Strategi penyusutan (<i>reduction</i>)</li><li>- Strategi perluasan (<i>expansion</i>)</li><li>- Strategi penghapusan (<i>omission</i>)</li><li>- Strategi modulasi (<i>modulation</i>)</li></ul>



## Appendix 5

**QUESTIONNAIRE**  
**A SURVEY ON TRANSLATION STRATEGIES**  
**USED BY ACCOUNTING STUDY PROGRAM STUDENTS**  
**IN TRANSLATING UNDERGRADUATED THESIS ABSTRACTS**

Nama :

NPM :

## Petunjuk

1. Angket ini bertujuan untuk mendapatkan informasi mengenai strategi yang anda gunakan dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris.
2. Bacalah setiap pertanyaan di bawah ini dengan baik dan cermat. Kemudian, berilah tanda silang (X) pada pilihan jawaban yang sesuai dengan jawaban anda.
3. Jawaban yang diberikan tidak ada kaitannya dengan sesuatu yang merugikan atau mencemarkan nama baik anda sebagai responden penelitian.
4. Atas bantuan anda untuk mengisi angket ini, saya ucapkan terima kasih.

## Daftar Pernyataan

1. Apakah anda menerjemahkan abstrak skripsi kedalam Bahasa Inggris sendiri?
  - a) Ya
  - b) Tidak

**Jika tidak**, apakah anda menerjemahkan abstrak skripsi kedalam Bahasa Inggris dengan menggunakan jasa penerjemah?

  - a) Ya
  - b) Tidak
2. Apakah anda menggunakan alat bantu dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris?
  - a) Ya
  - b) Tidak

a) Kamus  
b) Mesin terjemahan  
c) Lainnya ..... (tuliskan)

3. Apakah anda menganalisis kata/prasa/kalimat dalam teks abstrak skripsi sebelum menerjemahkannya kedalam Bahasa Inggris?  
a) Ya                                      b) Tidak
4. Apakah anda menganalisis tata bahasa (contoh: *tense*) dalam teks abstrak skripsi sebelum menerjemahkannya kedalam Bahasa Inggris?  
a) Ya                                      b) Tidak
5. Apakah anda menerjemahkan kata demi kata dalam abstrak skripsi kedalam Bahasa Inggris?  
a) Ya                                      b) Tidak
6. Apakah anda menerjemahkan kalimat demi kalimat dalam abstrak skripsi kedalam Bahasa Inggris?  
a) Ya                                      b) Tidak
7. Apakah anda melakukan penambahan struktur kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: Saya guru → I am a teacher; penambahan *am* dan *a*)  
a) Ya                                      b) Tidak
8. Apakah anda melakukan perubahan struktur bahasa sumber (Bahasa Indonesia) menjadi struktur bahasa target (Bahasa Inggris) ketika menerjemahkan asbtrak skripsi? (Contoh: variabel bebas → independent variable)  
a) Ya                                      b) Tidak
9. Apakah anda tetap menggunakan kata-kata dalam bahasa sumber (Bahasa Indonesia) yang tidak memiliki padanan kata di dalam bahasa target (Bahasa Inggris) ketika menerjemahkan asbtrak skripsi? (Contoh: nama tempat, nama perusahaan, istilah-istilah yang tidak ada pada kosakata bahasa target)  
a) Ya                                      b) Tidak

10. Apakah anda menggunakan kata-kata yang kurang lebih bermakna sama (sinonim) dalam bahasa sumber (Bahasa Indonesia) dan bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi?  
a) Ya                                      b) Tidak
  11. Apakah anda melakukan penyusutan kompenan kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: ikan paus → whale)  
a) Ya                                      b) Tidak
  12. Apakah anda melakukan perluasan kompenan kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: mobil → automobile)  
a) Ya                                      b) Tidak
  13. Apakah anda melakukan penghapusan kata atau bagian teks bahasa sumber (Bahasa Indonesia) ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: kakek buyut → grandfather)  
a) Ya                                      b) Tidak
  14. Apakah anda mengubah sudut pandang penulisan ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: kalimat aktif menjadi kalimat pasif)  
a) Ya                                      b) Tidak
  15. Apakah anda melakukan proses pengecekan setelah selesai menerjemahkan abstrak skripsi?  
a) Ya                                      b) Tidak
- Jika ya,** Apakah anda dibantu oleh orang lain dalam proses pengecekan hasil terjemahan abstrak skripsi kedalam Bahasa Inggris?
- a) Ya                                      b) Tidak
- Jika ya,** Siapakah yang membantu anda dalam proses pengecekan hasil terjemahan?
- a) Teman  
b) Dosen  
c) Lainnya . . . . . (tuliskan)
- Apakah mereka mempunyai pengetahuan yang baik tentang Bahasa Inggris?
- a) Ya                                      b) Tidak

## Appendix 6

### QUESTIONNAIRE SCORE

Resp.	Number of Item and Score														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1
2	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1
3	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1
4	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1
6	0	1	1	0	0	1	1	1	1	1	1	0	1	0	1
7	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1
8	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1
9	1	1	1	0	0	1	0	1	0	1	0	0	1	0	1
10	0	1	0	0	1	0	0	1	1	1	1	0	1	0	0
11	0	1	0	0	1	0	0	1	1	1	1	0	1	0	0
12	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
13	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1
14	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1
15	1	1	0	0	0	1	1	1	1	1	0	0	0	0	1
16	0	1	1	0	1	0	0	0	0	1	1	1	1	0	1
17	1	1	0	0	0	1	0	0	1	0	0	0	1	1	1
18	1	1	1	0	1	0	0	1	1	1	1	0	1	1	0
19	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1
20	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1
21	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1
22	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1
23	0	1	1	1	1	0	0	1	1	0	0	0	1	0	1
24	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1
25	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1
26	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1
27	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1
28	1	1	0	0	0	1	0	0	1	1	1	0	1	1	1
29	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1
30	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1

### QUESTIONNAIRE SCORE (Continue)

Resp.	Number of Item and Score														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
31	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1
32	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0
33	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0
34	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1
35	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0
36	0	1	1	1	0	1	0	1	1	0	0	0	1	0	1
37	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1
38	0	1	1	0	0	1	0	1	0	1	0	0	1	0	1
39	1	1	0	0	1	0	0	1	1	1	1	0	1	0	0
40	0	1	0	0	0	1	0	1	1	1	1	0	1	0	0
41	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1
42	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1
43	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1
44	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0
45	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1
46	1	1	1	0	1	0	0	1	1	1	1	0	1	1	0
<b><math>\Sigma X</math></b>	32	46	38	28	14	32	24	38	35	35	30	15	38	24	36

**QUESTIONNAIRE**  
**A SURVEY ON TRANSLATION STRATEGIES**  
**USED BY ACCOUNTING STUDY PROGRAM STUDENTS**  
**IN TRANSLATING UNDERGRADUATED THESIS ABSTRACTS**

Nama : Yetri Marta Rahmadani

NPM : 66010061

## Petunjuk

1. Angket ini bertujuan untuk mendapatkan informasi mengenai strategi yang anda gunakan dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris.
2. Bacalah setiap pertanyaan di bawah ini dengan baik dan cermat. Kemudian, berilah tanda silang (X) pada pilihan jawaban yang sesuai dengan jawaban anda.
3. Jawaban yang diberikan tidak ada kaitannya dengan sesuatu yang merugikan atau mencemarkan nama baik anda sebagai responden penelitian.
4. Atas bantuan anda untuk mengisi angket ini, saya ucapkan terima kasih.

## Daftar Pernyataan

1. Apakah anda menerjemahkan abstrak skripsi kedalam Bahasa Inggris sendiri?
- ☒ a) Ya                      b) Tidak

**Jika tidak**, apakah anda menerjemahkan abstrak skripsi kedalam Bahasa Inggris dengan menggunakan jasa penerjemah?

2. Apakah anda menggunakan alat bantu dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris?

- ~~a) Ya~~ b) Tidak

Jika ya, alat bantu apa yang anda gunakan dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris?

- a) Kamus  
~~b) Mesin terjemahan~~

- c) Lainnya ..... (tuliskan)

3. Apakah anda menganalisis kata/prasa/kalimat dalam teks abstrak skripsi sebelum menerjemahkannya kedalam Bahasa Inggris?
- ☒ a) Ya                      b) Tidak
4. Apakah anda menganalisis tata bahasa (contoh: *tense*) dalam teks abstrak skripsi sebelum menerjemahkannya kedalam Bahasa Inggris?
- ☒ a) Ya                      b) Tidak
5. Apakah anda menerjemahkan kata demi kata dalam abstrak skripsi kedalam Bahasa Inggris?
- ☒ a) Ya                      b) Tidak
6. Apakah anda menerjemahkan kalimat demi kalimat dalam abstrak skripsi kedalam Bahasa Inggris?
- a) Ya                      ☒ b) Tidak
7. Apakah anda melakukan penambahan struktur kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: Saya guru → I *am* a teacher; penambahan *am* dan *a*)
- a) Ya                      ☒ b) Tidak
8. Apakah anda melakukan perubahan struktur bahasa sumber (Bahasa Indonesia) menjadi struktur bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi? (Contoh: variabel bebas → independent variable)
- a) Ya                      ☒ b) Tidak
9. Apakah anda tetap menggunakan kata-kata dalam bahasa sumber (Bahasa Indonesia) yang tidak memiliki padanan kata di dalam bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi? (Contoh: nama tempat, nama perusahaan, istilah-istilah yang tidak ada pada kosakata bahasa target)
- ☒ a) Ya                      b) Tidak
10. Apakah anda menggunakan kata-kata yang kurang lebih bermakna sama (sinonim) dalam bahasa sumber (Bahasa Indonesia) dan bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi?
- a) Ya                      ☒ b) Tidak

11. Apakah anda melakukan penyusutan komponen kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: ikan paus → whale)

- a) Ya                      ☒ b) Tidak

12. Apakah anda melakukan perluasan komponen kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: mobil → automobile)

- a) Ya                      ☒ b) Tidak

13. Apakah anda melakukan penghapusan kata atau bagian teks bahasa sumber (Bahasa Indonesia) ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: kakek buyut → grandfather)

- a) Ya                      ☒ b) Tidak

14. Apakah anda mengubah sudut pandang penulisan ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: kalimat aktif menjadi kalimat pasif)

- a) Ya                      ☒ b) Tidak

15. Apakah anda melakukan proses pengecekan setelah selesai menerjemahkan abstrak skripsi?

- ☒ a) Ya                      b) Tidak

**Jika ya,** Apakah anda dibantu oleh orang lain dalam proses pengecekan hasil terjemahan abstrak skripsi kedalam Bahasa Inggris?

- a) Ya                      ☒ b) Tidak

**Jika ya,** Siapakah yang membantu anda dalam proses pengecekan hasil terjemahan?

- a) Teman  
b) Dosen  
c) Lainnya ..... (tuliskan)

Apakah mereka mempunyai pengetahuan yang baik tentang Bahasa Inggris?

- a) Ya                      b) Tidak



**QUESTIONNAIRE**  
**A SURVEY ON TRANSLATION STRATEGIES**  
**USED BY ACCOUNTING STUDY PROGRAM STUDENTS**  
**IN TRANSLATING UNDERGRADUATED THESIS ABSTRACTS**

Nama : *Deo Budwarso, SE, Ak*  
NPM : *C1 C0 10048*

**Petunjuk**

1. Angket ini bertujuan untuk mendapatkan informasi mengenai strategi yang anda gunakan dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris.
2. Bacalah setiap pertanyaan di bawah ini dengan baik dan cermat. Kemudian, berilah tanda silang (X) pada pilihan jawaban yang sesuai dengan jawaban anda.
3. Jawaban yang diberikan tidak ada kaitannya dengan sesuatu yang merugikan atau mencemarkan nama baik anda sebagai responden penelitian.
4. Atas bantuan anda untuk mengisi angket ini, saya ucapkan terima kasih.

**Daftar Pernyataan**

1. Apakah anda menerjemahkan abstrak skripsi kedalam Bahasa Inggris sendiri?  
☒ a) Ya                      b) Tidak  
**Jika tidak**, apakah anda menerjemahkan abstrak skripsi kedalam Bahasa Inggris dengan menggunakan jasa penerjemah?  
a) Ya                      b) Tidak
2. Apakah anda menggunakan alat bantu dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris?  
☒ a) Ya                      b) Tidak  
**Jika ya**, alat bantu apa yang anda gunakan dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris?  
☒ a) Kamus  
b) Mesin terjemahan  
c) Lainnya ..... (tuliskan)

3. Apakah anda menganalisis kata/prasa/kalimat dalam teks abstrak skripsi sebelum menerjemahkannya kedalam Bahasa Inggris?

☒ a) Ya                      b) Tidak

4. Apakah anda menganalisis tata bahasa (contoh: *tense*) dalam teks abstrak skripsi sebelum menerjemahkannya kedalam Bahasa Inggris?

☒ a) Ya                      b) Tidak

5. Apakah anda menerjemahkan kata demi kata dalam abstrak skripsi kedalam Bahasa Inggris?

a) Ya                      ☒ b) Tidak

6. Apakah anda menerjemahkan kalimat demi kalimat dalam abstrak skripsi kedalam Bahasa Inggris?

☒ a) Ya                      b) Tidak

7. Apakah anda melakukan penambahan struktur kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: Saya guru → I *am* a teacher; penambahan *am* dan *a*)

☒ a) Ya                      b) Tidak

8. Apakah anda melakukan perubahan struktur bahasa sumber (Bahasa Indonesia) menjadi struktur bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi? (Contoh: variabel bebas → independent variable)

☒ a) Ya                      b) Tidak

9. Apakah anda tetap menggunakan kata-kata dalam bahasa sumber (Bahasa Indonesia) yang tidak memiliki padanan kata di dalam bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi? (Contoh: nama tempat, nama perusahaan, istilah-istilah yang tidak ada pada kosakata bahasa target)

☒ a) Ya                      b) Tidak

10. Apakah anda menggunakan kata-kata yang kurang lebih bermakna sama (sinonim) dalam bahasa sumber (Bahasa Indonesia) dan bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi?

a) Ya                      ☒ b) Tidak

11. Apakah anda melakukan penyusutan kompenan kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: ikan paus → whale)

☒ a) Ya                      b) Tidak

12. Apakah anda melakukan perluasan kompenan kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: mobil → automobile)

☒ a) Ya                      b) Tidak

13. Apakah anda melakukan penghapusan kata atau bagian teks bahasa sumber (Bahasa Indonesia) ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: kakek buyut → grandfather)

☒ a) Ya                      b) Tidak

14. Apakah anda mengubah sudut pandang penulisan ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: kalimat aktif menjadi kalimat pasif)

a) Ya                      ☒ b) Tidak

15. Apakah anda melakukan proses pengecekan setelah selesai menerjemahkan abstrak skripsi?

☒ a) Ya                      b) Tidak

**Jika ya,** Apakah anda dibantu oleh orang lain dalam proses pengecekan hasil terjemahan abstrak skripsi kedalam Bahasa Inggris?

☒ a) Ya                      b) Tidak

**Jika ya,** Siapakah yang membantu anda dalam proses pengecekan hasil terjemahan?

☒ a) Teman

b) Dosen

c) Lainnya ..... (tuliskan)

Apakah mereka mempunyai pengetahuan yang baik tentang Bahasa Inggris?

☒ a) Ya                      b) Tidak

**QUESTIONNAIRE**  
**A SURVEY ON TRANSLATION STRATEGIES**  
**USED BY ACCOUNTING STUDY PROGRAM STUDENTS**  
**IN TRANSLATING UNDERGRADUATED THESIS ABSTRACTS**

Nama : *Haris Budiman, SE*  
NPM : —

**Petunjuk**

1. Angket ini bertujuan untuk mendapatkan informasi mengenai strategi yang anda gunakan dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris.
2. Bacalah setiap pertanyaan di bawah ini dengan baik dan cermat. Kemudian, berilah tanda silang (X) pada pilihan jawaban yang sesuai dengan jawaban anda.
3. Jawaban yang diberikan tidak ada kaitannya dengan sesuatu yang merugikan atau mencemarkan nama baik anda sebagai responden penelitian.
4. Atas bantuan anda untuk mengisi angket ini, saya ucapkan terima kasih.

**Daftar Pernyataan**

1. Apakah anda menerjemahkan abstrak skripsi kedalam Bahasa Inggris sendiri?  
☒ a) Ya                      b) Tidak

**Jika tidak**, apakah anda menerjemahkan abstrak skripsi kedalam Bahasa Inggris dengan menggunakan jasa penerjemah?

- a) Ya                      b) Tidak

2. Apakah anda menggunakan alat bantu dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris?  
☒ a) Ya                      b) Tidak

**Jika ya**, alat bantu apa yang anda gunakan dalam menerjemahkan abstrak skripsi kedalam Bahasa Inggris?

a) Kamus

☒ b) Mesin terjemahan

c) Lainnya ..... (tuliskan)

3. Apakah anda menganalisis kata/prasa/kalimat dalam teks abstrak skripsi sebelum menerjemahkannya kedalam Bahasa Inggris?
- ☒ a) Ya                      b) Tidak
4. Apakah anda menganalisis tata bahasa (contoh: *tense*) dalam teks abstrak skripsi sebelum menerjemahkannya kedalam Bahasa Inggris?
- ☒ a) Ya                      b) Tidak
5. Apakah anda menerjemahkan kata demi kata dalam abstrak skripsi kedalam Bahasa Inggris?
- a) Ya                      ☒ b) Tidak
6. Apakah anda menerjemahkan kalimat demi kalimat dalam abstrak skripsi kedalam Bahasa Inggris?
- ☒ a) Ya                      b) Tidak
7. Apakah anda melakukan penambahan struktur kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: Saya guru → I *am* a teacher; penambahan *am* dan *a*)
- ☒ a) Ya                      b) Tidak
8. Apakah anda melakukan perubahan struktur bahasa sumber (Bahasa Indonesia) menjadi struktur bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi? (Contoh: variabel bebas → independent variable)
- ☒ a) Ya                      b) Tidak
9. Apakah anda tetap menggunakan kata-kata dalam bahasa sumber (Bahasa Indonesia) yang tidak memiliki padanan kata di dalam bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi? (Contoh: nama tempat, nama perusahaan, istilah-istilah yang tidak ada pada kosakata bahasa target)
- ☒ a) Ya                      b) Tidak
10. Apakah anda menggunakan kata-kata yang kurang lebih bermakna sama (sinonim) dalam bahasa sumber (Bahasa Indonesia) dan bahasa target (Bahasa Inggris) ketika menerjemahkan abstrak skripsi?
- ☒ a) Ya                      b) Tidak

11. Apakah anda melakukan penyusutan kompenan kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: ikan paus → whale)

- a) Ya                      ☒ b) Tidak

12. Apakah anda melakukan perluasan kompenan kata ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: mobil → automobile)

- ☒ a) Ya                      b) Tidak

13. Apakah anda melakukan penghapusan kata atau bagian teks bahasa sumber (Bahasa Indonesia) ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: kakek buyut → grandfather)

- a) Ya                      ☒ b) Tidak

14. Apakah anda mengubah sudut pandang penulisan ketika menerjemahkan abstrak skripsi kedalam Bahasa Inggris? (Contoh: kalimat aktif menjadi kalimat pasif)

- ☒ a) Ya                      b) Tidak

15. Apakah anda melakukan proses pengecekan setelah selesai menerjemahkan abstrak skripsi?

- ☒ a) Ya                      b) Tidak

**Jika ya,** Apakah anda dibantu oleh orang lain dalam proses pengecekan hasil terjemahan abstrak skripsi kedalam Bahasa Inggris?

- ☒ a) Ya                      b) Tidak

**Jika ya,** Siapakah yang membantu anda dalam proses pengecekan hasil terjemahan?

☒ a) Teman

b) Dosen

c) Lainnya ..... (tuliskan)

Apakah mereka mempunyai pengetahuan yang baik tentang Bahasa Inggris?

- ☒ a) Ya                      b) Tidak





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS BENGKULU  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
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#### SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : Silvia Pujiastuti

NPM : A1B010012

Prodi : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :

A Survey on Translation Strategies Used by Accounting Study Program  
Students in Translating Undergraduate Thesis Abstracts

adalah benar karya saya sendiri, bebas dari plagiat atau penyontekan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Ketua Prodi,

Drs. Syafrizal, M.A.  
NIP 19570603 198803 1 006

Bengkulu, 16 Juni 2019

Hormat saya,



Silvia Pujiastuti